

## **FOUNDERS HALL MIDDLE SCH**

3600 O'Neil Boulevard

CSI School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

Founders' Hall strives to implement exemplary instructional practices and a rigorous curriculum through active student engagement. The goal is to provide a supportive environment that embraces the district's diversity, promoting citizenship and supporting students to overcome obstacles unique to the school district and surrounding communities and equitably prepare them for high school.

## STEERING COMMITTEE

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Dr. Mark Holtzman	Superintendent	McKeesport Area School District
Dr. Tia Wanzo	Assistant Superintendent	McKeesport Area School District
Mrs. Ashlee Boyle	Head Principal	Founder's Hall Middle School
Dr. Stacie Fitzpatrick	Assistant Principal	Founder's Hall Middle School
Mr. Matthew Mols	Assistant Principal	Founder's Hall Middle School
Mrs. Judith Grant	7th grade Language teacher	Founder's Hall Middle School
Mr. Jess Schnatterly	7th grade Special Education teacher	Founder's Hall Middle School
Mr. Alex Jenkins	Math Coach	Founder's Hall Middle School
Mrs. Melissa Capozzoli	District Math Coordinator	Founder's Hall Middle School
Miss Beth Pierce	School Counselor	Founder's Hall Middle School
Mrs. Erica Guadalupe	Secondary Literacy Coordinator	Founder's Hall Middle School
Mrs. Dara Cain	Parent	Founder's Hall Middle School
Rachel Manfredo	Student	Founder's Hall Middle School
Mr. Sam Bostic	Alumni/Graduate/Community Police Officer	Community Police Officer

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Mr. Jim Barry	Community Member/McKeesport Boys and Girls Club	McKeesport Boys and Girls Club
Mrs. Dawn Shelly	Special Education teacher	Founders' Hall Middle School
Mr. Derek Pavlovic	8th grade Math teacher	Founders' Hall Middle School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Teachers will receive more thorough, additional professional development training on the newly adopted Open Up Math Resource tool.	School climate and culture  Essential Practices 4: Foster Quality Professional Learning  Career Standards Benchmark
The teachers will receive additional professional development in the area of evidence based instruction.	Essential Practices 4: Foster Quality Professional Learning  Career Standards Benchmark  Career Standards Benchmark
The teachers will use a systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based.	Career Standards Benchmark  Career Standards Benchmark  Career

**Priority Statement****Outcome Category**Standards  
Benchmark

Additional, consistent schoolwide positive behavior interventions and supports will be put in place across the entire school building and within individual classrooms, building leadership capacity and empowering staff in the development and successful implementation of these initiatives that better serve students, staff, and the school.

Career  
Standards  
BenchmarkCareer  
Standards  
BenchmarkCareer  
Standards  
Benchmark**ACTION PLAN AND STEPS****Evidence-based Strategy**

SEL &amp; Academic Discourse

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**Meaningful Academic  
Discourse

By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Discussion of possible social emotional programs.

07/01/2020 - ongoing

Building  
Principal

Research on SEL programs - including cost

**Anticipated Outcome**

All staff will be informed of expectations regarding professional development timeline/plan regarding SEL training.

### Monitoring/Evaluation

Teacher and staff attendance for SEL professional development will be documented through professional development building sign-in sheets.. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

### Evidence-based Strategy

Professional Development for all staff - Program Kick-off

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Meaningful Academic Discourse	By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ongoing Professional Growth through Harvard Data Wise	07/01/2020 - ongoing	Data Wise Leadership Team	Data Wise training - support and resources
Professional Development for all staff - Program Kick-off	07/01/2020 - ongoing	Building Principal	Empowering Minds program materials Discourse materials, checklists, other data PD Training materials
Training/Implementation of the program	07/01/2020 - ongoing	BuildingPrincipal	Empowering Minds program materials
Training/Implementation	07/01/2020 -	Building	Empowering Minds

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
of the program	ongoing	Principal	program materials Discourse materials, checklists, other data - (collection tools for walkthroughs)
Coaching Conversations around SEL and Academic Discourse	07/01/2020 - ongoing	Secondary Literacy Coordinator, Math Coordinator, Math Specialist, and the current Core Team Math Member - Shelly Burr	Academic Resource materials Conversations with coaches SEL and Academic Discourse Program Materials

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**Anticipated Outcome**

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Monitoring/Evaluation**

Teacher and staff attendance for SEL professional development will be documented through professional development building sign-in sheets.. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

**Evidence-based Strategy**

Instructional Facilitating

**Measurable Goals**

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Citing Evidence

By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Provide Professional Development on Close Reading

07/01/2020 - ongoing

Secondary Literacy Coordinator

Close Reading professional development materials ELA CTM or AIU 3 consultant to provide training.

Coaching Conversations around Close Reading

07/01/2020 - ongoing

Secondary Literacy Coordinator

Close Reading materials Conversations with coaches Notice and Note book and materials Coaching Forms (B-D-A, data collection tools, feedback tools)

Quarterly Meetings with Leading Learning Teachers to Discuss Patterns Surrounding the Coaching Conversations

07/01/2020 - ongoing

Secondary Literacy Coordinator

Conversations with Instructional Coaches Conversations with Assistant Principal representative Coaching Forms Any applicable Close Reading and Discourse Materials

Provide professional development to math teachers regarding strategies to help support student self-reflection during problem solving.

07/01/2020 - ongoing

Math Coordinator

PD resources Core Team Member Math (Shelly Burr)

Monitoring Student Use of Problem Solving Strategies to Monitor

07/01/2020 - ongoing

Math Coordinator

PD resources Core Team Member Math (Shelly Burr)



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
their Thinking			
Monitor Teacher Instructional Practices to Model and Help Support Student Learning	07/01/2020 - ongoing	Building Principal	PD resources Core Team Member Math (Shelly Burr)
Ongoing Professional Growth through Harvard Data Wise	07/01/2020 - ongoing	DataWise Leadership Team	Data Wise training - support and resources

**Anticipated Outcome**

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Monitoring/Evaluation**

Teacher and staff attendance for professional development will be documented through professional development building sign-in sheets. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	SEL & Academic Discourse	Discussion of possible social emotional programs.	07/01/2020 - 01/01/0001

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data. (Citing Evidence)	Instructional Facilitating	Provide Professional Development on Close Reading	07/01/2020 - 01/01/0001

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data. (Citing Evidence)	Instructional Facilitating	Coaching Conversations around Close Reading	07/01/2020 - 01/01/0001

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement \_\_\_\_\_ ;

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**Signature (Entered Electronically and must have access to web application).**

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Superintendent/Chief Executive Officer

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School Improvement  
Facilitator Signature

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Building Principal Signature

Mrs. Ashlee Boyle

05/24/2020

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Implementation of newly adopted "Renaissance STAR" benchmark screener to be administered three times per year.

Continued implementation of Title 1 Reading facilitator.

Continued training on the partially newer ELA curriculum at the middle school level.

Newly created ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting.

Implementation of newly adapted "Renaissance STAR" benchmark screener to be administered three times per year.

Newly created ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting.

Implementation of "Open Up Resources" as an instructional tool to assist in increasing math academic achievement.

Continued implementation of Title 1 Math facilitator, newly hired Special Education Math Interventionalist and district Math Coordinator.

A newly created STEM/3-D printing 8th grade class as part of the 8th grade specials rotation.

### Challenges

There are no intervention pieces that align with the Renaissance STAR benchmark screener.

The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

There are no intervention pieces that align with the Renaissance STAR benchmark screener.

The Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

Math teachers are in continued need of more thorough professional development with the newly adopted Open Up Resource tool.

Only one individual teacher for one period is available to make this class available. Additional staff to be able to provide this to the entire student body would be ideal.

Those students that utilize both special rotation periods for music classes (chorus, band, orchestra) have to be caught up with their expectations and requirements as there is extra time for them to complete the lessons/tasks with the rest of their peers.

ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all

## Strengths

Founders' Hall was able to create a Career Readiness class in each grade level specials rotation class to ensure that all students were able to achieve the state required Career Readiness expectations.

PVAAS Growth Score for ELA met the interim growth target and increased from the year before.

The Black subgroup in ELA exceeded the statewide standard for growth.

In 2019, the Growth of Student Groups shows that the Black, ED, Lowest 33%, and GIEP student group in seventh grade exceeded the growth standard. Black and IEP student group in eighth grade exceeded the growth standard. Careful consideration and collaboration around what led to these results will be important to maintain this growth for these student groups and increase the growth of the other student groups as we move forward.

All students and student groups are on track to be 100% compliant with College and Career Standard Benchmarks.

All student groups for ELA met or exceeded the statewide target for growth.

Collectively shape the vision for continuous improvement of teaching and learning

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Organize programmatic, human, and fiscal capital resources aligned with the school

## Challenges

students. Student groups are not meeting their interim targets and, in many instances, decreased from the year before.

The percent regular attendance of 63.6% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.

Sixth grade students across BOTH ELA and Math have a 3-year average of not meeting the standard for academic growth. Student groups coming in each of the 3 years are exiting 6th grade with a lower average achievement than what they entered with. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before.

Seventh and Eighth grade students have a 3-year average of not meeting the standard for academic growth. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before. We know that our students need to be exceeding the growth standard to begin to close the achievement gap.

The Child Success Summary for Math shows that most of the student groups across grades 6-8 are not meeting the PA academic standard for growth.

All student groups for Mathematics did not meet the statewide target for growth and their scores decreased from the year before.

Proficiency percentages in ELA are low for all student groups especially Students with Disabilities.

## Strengths

improvement plan and needs of the school community

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA

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## Challenges

Proficiency percentages in Math are low for all student groups.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Foster a culture of high expectations for success for all students, educators, families, and community members

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Identify professional learning needs through analysis of a variety of data

Monitor and evaluate the impact of professional learning on staff practices and student learning

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## Most Notable Observations/Patterns

1. To promote and sustain a positive school environment by addressing how students engage in meaningful academic discourse. Students report that they feel confident in their classrooms, but evidence reveals that they are not engaging in meaningful academic discourse. Teachers do not have consistent routines established for facilitating and fostering academic discourse across content areas. 2. To identify and address individual student learning needs by demonstrating the ability to identify and utilize text evidence that most strongly supports analysis of what the text says. Students struggle with citing the strongest evidence that adequately and relevantly supports their ideas, accurately answers a question or task, or supports their claim. Not all teachers have established routines across content areas that embed instructional strategies into their daily lessons thereby strengthening the students ability to cite evidence that most strongly supports analysis of what the text says.

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**Challenges**

**Discussion Point**

**Priority for Planning**

There are no intervention pieces that align with the Renaissance STAR benchmark screener.

The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

There are no intervention pieces that align with the Renaissance STAR benchmark screener.

The Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

Math teachers are in continued need of more thorough professional development with the newly adopted Open Up Resource tool.

The roll out of the new Open Up Math Resource tool was quick and just prior to the start of the school year when not enough time for training could occur since funding did not get released until around the same time.



Only one individual teacher for one period is available to make this class available. Additional staff to be able to provide this to the entire student body would be ideal.

Those students that utilize both special rotation periods for music classes (chorus, band, orchestra) have to be caught up with their expectations and requirements as there is extra time for them to complete the lessons/tasks with the rest of their peers.

ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all

Unsuccessful implementation of new initiatives, lack of



**Challenges****Discussion Point****Priority for Planning**

students. Student groups are not meeting their interim targets and, in many instances, decreased from the year before.

professional development in the area of evidence based instruction and lack of a multi-tiered system of supports for academics and behavior.

The percent regular attendance of 63.6% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.

Sixth grade students across BOTH ELA and Math have a 3-year average of not meeting the standard for academic growth. Student groups coming in each of the 3 years are exiting 6th grade with a lower average achievement than what they entered with. Student groups within sixth grade are also not meeting their interim targets and have decreased from the year before.

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All student groups for Mathematics did not meet the statewide target for growth and their scores decreased from the year before.

**Challenges****Discussion Point****Priority for Planning**

Proficiency percentages in ELA are low for all student groups especially Students with Disabilities.

Proficiency percentages in Math are low for all student groups.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

lack of professional development in the area of evidence based instruction.



Foster a culture of high expectations for success for all students, educators, families, and community members

Implement an evidence-based system of schoolwide positive behavior interventions and supports

No consistency in the practices currently in place.



Identify professional learning needs through analysis of a variety of data

Monitor and evaluate the impact of professional learning on staff practices and student learning



## ADDENDUM B: ACTION PLAN

### Action Plan: SEL & Academic Discourse

Action Steps	Anticipated Start/Completion Date
Discussion of possible social emotional programs.	07/01/2020 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Teacher and staff attendance for SEL professional development will be documented through professional development building sign-in sheets.. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.	All staff will be informed of expectations regarding professional development timeline/plan regarding SEL training.

Material/Resources/Supports Needed	PD Step
Research on SEL programs - including cost	yes

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### Action Plan: Professional Development for all staff - Program Kick-off

**Action Steps****Anticipated Start/Completion Date**

Ongoing Professional Growth through Harvard Data Wise

07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Teacher and staff attendance for SEL professional development will be documented through professional development building sign-in sheets.. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed****PD Step**

Data Wise training - support and resources

yes



**Action Steps**

**Anticipated Start/Completion Date**

Professional Development for all staff - Program Kick-off

07/01/2020 - 01/01/0001

**Monitoring/Evaluation**

**Anticipated Output**

Teacher and staff attendance for SEL professional development will be documented through professional development building sign-in sheets.. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

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**Material/Resources/Supports Needed**

**PD Step**

Empowering Minds program materials Discourse materials, checklists, other data PD Training materials

yes



**Action Steps****Anticipated Start/Completion Date**


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 Training/Implementation of the program
 

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07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**


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**Material/Resources/Supports Needed****PD Step**


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 Empowering Minds program materials
 

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yes



**Action Steps**

**Anticipated Start/Completion Date**

Training/Implementation of the program

07/01/2020 - 01/01/0001

**Monitoring/Evaluation**

**Anticipated Output**

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**Material/Resources/Supports Needed**

**PD Step**

Empowering Minds program materials Discourse materials, checklists, other data - (collection tools for walkthroughs)

yes



**Action Steps****Anticipated Start/Completion Date**

Coaching Conversations around SEL and Academic Discourse

07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Teacher and staff attendance for SEL professional development will be documented through professional development building sign-in sheets.. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

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**Material/Resources/Supports Needed****PD Step**

Academic Resource materials Conversations with coaches SEL and Academic Discourse Program Materials

yes

**Action Steps**

**Anticipated Start/Completion Date**

01/01/0001 - 01/01/0001

**Monitoring/Evaluation**

**Anticipated Output**

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**Material/Resources/Supports Needed**

**PD Step**

yes



**Action Steps**

**Anticipated Start/Completion Date**

01/01/0001 - 01/01/0001

**Monitoring/Evaluation**

**Anticipated Output**

Teacher and staff attendance for SEL professional development will be documented through professional development building sign-in sheets.. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed**

**PD Step**

yes

**Action Plan: Instructional Facilitating**



**Action Steps****Anticipated Start/Completion Date**

Provide Professional Development on Close Reading

07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Teacher and staff attendance for professional development will be documented through professional development building sign-in sheets. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed****PD Step**

Close Reading professional development materials ELA CTM or AIU 3 consultant to provide training.

yes



**Action Steps****Anticipated Start/Completion Date**

Coaching Conversations around Close Reading

07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Teacher and staff attendance for professional development will be documented through professional development building sign-in sheets. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed****PD Step**

Close Reading materials Conversations with coaches Notice and Note book and materials Coaching Forms (B-D-A, data collection tools, feedback tools)

yes



**Action Steps****Anticipated Start/Completion Date**

Quarterly Meetings with Leading Learning Teachers to Discuss Patterns Surrounding the Coaching Conversations

07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Teacher and staff attendance for professional development will be documented through professional development building sign-in sheets. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed****PD Step**

Conversations with Instructional Coaches Conversations with Assistant Principal representative Coaching Forms Any applicable Close Reading and Discourse Materials

yes



**Action Steps**

**Anticipated Start/Completion Date**

Provide professional development to math teachers regarding strategies to help support student self-reflection during problem solving.

07/01/2020 - 01/01/0001

**Monitoring/Evaluation**

**Anticipated Output**

Teacher and staff attendance for professional development will be documented through professional development building sign-in sheets. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed**

**PD Step**

PD resources Core Team Member Math (Shelly Burr)

yes



**Action Steps****Anticipated Start/Completion Date**

Monitoring Student Use of Problem Solving Strategies to Monitor their Thinking

07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Teacher and staff attendance for professional development will be documented through professional development building sign-in sheets. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed****PD Step**

PD resources Core Team Member Math (Shelly Burr)

yes

**Action Steps****Anticipated Start/Completion Date**

Monitor Teacher Instructional Practices to Model and Help Support Student Learning

07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Teacher and staff attendance for professional development will be documented through professional development building sign-in sheets. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed****PD Step**

PD resources Core Team Member Math (Shelly Burr)

yes



**Action Steps****Anticipated Start/Completion Date**

Ongoing Professional Growth through Harvard Data Wise

07/01/2020 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Teacher and staff attendance for professional development will be documented through professional development building sign-in sheets. Teachers will complete a reflection based on each PD opportunity. Professional development implementation will be visible through the use of walkthroughs and classroom observations.

All staff will be informed of expectations regarding professional development timeline/plan regarding evidence-based instructional strategies across content areas. All students will show increasing engagement with material presented across content area classes and will begin to independently utilize teacher modeled strategies.

**Material/Resources/Supports Needed****PD Step**

Data Wise training - support and resources

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	SEL & Academic Discourse	Discussion of possible social emotional programs.	07/01/2020 - 01/01/0001
By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	Professional Development for all staff - Program Kick-off	Ongoing Professional Growth through Harvard Data Wise	07/01/2020 - 01/01/0001
By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	Professional Development for all staff - Program Kick-off	Professional Development for all staff - Program Kick-off	07/01/2020 - 01/01/0001



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	Professional Development for all staff - Program Kick-off	Training/Implementation of the program	07/01/2020 - 01/01/0001
By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	Professional Development for all staff - Program Kick-off	Training/Implementation of the program	07/01/2020 - 01/01/0001
By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	Professional Development for all staff - Program Kick-off	Coaching Conversations around SEL and Academic Discourse	07/01/2020 - 01/01/0001
By June 30, 2021, Founders' Hall Middle School students will show	Professional Development		01/01/0001 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	for all staff - Program Kick-off		01/01/0001
By June 30, 2021, Founders' Hall Middle School students will show evidence of a 30% total increase in engaging in meaningful academic discourse within the classroom and across all content areas throughout the year using a building-wide created common assessment as a measurement tool to collect data. (Meaningful Academic Discourse)	Professional Development for all staff - Program Kick-off		01/01/0001 - 01/01/0001
By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data. (Citing Evidence)	Instructional Facilitating	Provide Professional Development on Close Reading	07/01/2020 - 01/01/0001
By June 30, 2021 Founders' Hall Middle School students will show	Instructional Facilitating	Coaching Conversations around Close Reading	07/01/2020 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data. (Citing Evidence)			01/01/0001
By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data. (Citing Evidence)	Instructional Facilitating	Quarterly Meetings with Leading Learning Teachers to Discuss Patterns Surrounding the Coaching Conversations	07/01/2020 - 01/01/0001
By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data. (Citing Evidence)	Instructional Facilitating	Provide professional development to math teachers regarding strategies to help support student self-reflection during problem solving.	07/01/2020 - 01/01/0001

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data. (Citing Evidence)	Instructional Facilitating	Monitoring Student Use of Problem Solving Strategies to Monitor their Thinking	07/01/2020 - 01/01/0001
By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common assessment as a measurement tool to collect data. (Citing Evidence)	Instructional Facilitating	Monitor Teacher Instructional Practices to Model and Help Support Student Learning	07/01/2020 - 01/01/0001
By June 30, 2021 Founders' Hall Middle School students will show evidence of a 30% increase of moving students at least one performance level focused on selecting and citing evidence that strongly supports a claim or analysis of the source, using a teacher created or curriculum resource created common	Instructional Facilitating	Ongoing Professional Growth through Harvard Data Wise	07/01/2020 - 01/01/0001

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

assessment as a measurement tool to collect data. (Citing Evidence)

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## **PROFESSIONAL DEVELOPMENT PLANS**

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Leadership Team meets, researches and discusses a variety of SEL programs. Leadership Team reconvenes to make a decision on the program that would best support the staff and student body.

Building wide leadership team

A variety of SEL programs

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

A program is selected that will meet the needs of diverse learners.

07/01/2020 - 01/01/0001

Building Principal

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Receive ongoing professional growth opportunities through the Harvard Data Wise personnel to help support the implementation and monitoring of the 2020-2021 CSI plan. Data Wise Schoolwide team would attend the Data Wise trainings/coaching opportunities and bring this information/protocols back to the school Interpretation of the school data (in the EP #4 and EP #11 teacher teams) would be analyzed through the lens of the Data Wise process/protocols learned in the training.	DataWise Leadership Team	Ongoing professional development

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Analyzation of data	07/01/2020 - 01/01/0001	DataWise Leadership Team

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Principal presents: program overview training and implementation timeline staff's expectations and goals for implementation phases	Founders' Hall Middle School staff	Expectations and output goals from professional development

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data collected from classroom walkthroughs as well as observations collected throughout the school year.	07/01/2020 - 01/01/0001	Building Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
Staff will be provided the necessary ongoing professional development training to ensure proper implementation. Bi-monthly staff meetings Early release trainings Act 80 days EdCamp	Founders' Hall Middle School staff	Empowering Minds program materials Discourse materials, checklists, other data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data collected from classroom walkthroughs as well as observations collected throughout the school year.	07/01/2020 - 01/01/0001	Building Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
Administrators will check to ensure proper implementation of the program is occurring and student discourse is a focus. Walkthrough observations Informal Formal observations Staff meeting share outs	Founders' Hall Middle School staff	Empowering Minds program materials Discourse materials, checklists, other data - (collection tools for walkthroughs)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data collected from classroom walkthroughs as well as observations collected throughout the school year.	07/01/2020 - 01/01/0001	Building Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Teaching Diverse Learners in an Inclusive Setting





**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Instructional Coach/Literacy Coordinator and Math Coordinator meets one-on-one and in small groups to help set instructional goal, implement SEL and Academic Discourse, and provide non-evaluative feedback Various “mini-PD” formats such as Lunch and Learn or Coffee with the Coach Informal Coaching Conversations Formal Before-During-After Coaching Cycles

Instructional Coach/Literacy Coordinator and Founders' Hall Middle School staff

Academic Resource materials Conversations with coaches SEL and Academic Discourse Program Materials

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Before-During-After Coaching Cycles

07/01/2020 - 01/01/0001

Secondary Literacy Coordinator, Math Coordinator, Math Specialist, and the current Core Team Math Member - Shelly Burr

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in an Inclusive Setting



**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Staff will be provided the necessary ongoing professional development training to ensure proper implementation. Bi-monthly staff meetings Early release trainings Act 80 days EdCamp Administrators will check to ensure proper implementation is occurring. Walkthrough observations Informal Formal observations Staff meeting share outs

Founders' Hall Middle School staff, Secondary Literacy Coordinator and building principal.

Close Reading professional development materials ELA CTM or AIU 3 consultant to provide training.

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Walkthrough observations, Informal and Formal observations and staff meeting share outs

07/01/2020 - 01/01/0001

Secondary Literacy Coordinator

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Instructional Coach/Literacy Coordinator meets one-on-one and in small groups to help set instructional goal, implement close reading, and provide non-evaluative feedback Various “mini-PD” formats such as Lunch and Learn or Coffee with the Coach Informal Coaching Conversations Formal Before-During-After Coaching Cycles	Instructional Coach/Literacy Coordinator and Founders Hall staff	Close Reading materials Conversations with coaches Notice and Note book and materials Coaching Forms (B-D-A, data collection tools, feedback tools)

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Before-During-After Coaching Cycles	07/01/2020 - 01/01/0001	Secondary Literacy Coordinator

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Building principal meets monthly with Leading Learning Teachers, Instructional Coaches and Assistant Principal representative. Assistant Principal meets monthly with Instructional Coaches and Leading Learning Teachers to monitor progress of the coaching cycle and monitor progress of close reading and discourse practices	Instructional Coach/Literacy Coordinator and Founders Hall staff	Conversations with Instructional Coaches Conversations with Assistant Principal representative Coaching Forms Any applicable Close Reading and Discourse Materials

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthrough observations, Informal and Formal observations and staff meeting share outs	07/01/2020 - 01/01/0001	Building Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Language and Literacy Acquisition for All Students

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Professional Development Step	Audience	Topics of Prof. Dev
<p>Identify the effective strategies to help support student metacognition. Create a list of non-negotiables that will be provided to the faculty regarding implementation. Present evidence-based strategies to faculty and create common language that will be utilized in all classrooms.</p> <p>Instructional Coach/Math Coordinator meets one-on-one and in small groups to help set instructional goal, implement close reading, and provide non-evaluative feedback Various “mini-PD” formats such as Lunch and Learn or Coffee with the Coach Informal Coaching Conversations Formal Before-During-After Coaching Cycles</p>	<p>Founders' Hall Middle School staff, Instructional Coach/Math Coordinator and Building Principal</p>	<p>PD resources Conversations with Core Team Member Math (Shelly Burr)</p>

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Walkthrough observations, Informal and Formal observations and Before-During-After CoachingCycle	07/01/2020 - 01/01/0001	Math Coordinator

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Language and Literacy Acquisition for All Students

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Teachers gather informal data of the use of the strategies by students in their classroom. The informal data will be analyzed during Department meetings. Suggestions, strategies, etc. will be shared to help with increasing the use of the strategy in their classroom.	Founders' Hall Middle School staff, Instructional Coach/Math Coordinator and Building Principal	PD resources Conversations with Core Team Member Math (Shelly Burr)

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Walkthrough observations, Informal and Formal observations and Before-During-After CoachingCycle	07/01/2020 - 01/01/0001	Math Coordinator

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

During classroom walkthroughs and observations, a “look fors” checklist will be utilized to provide feedback to teachers regarding the use of instructional practices. This data will help support decision making regarding Instructional Goals and future Professional Development/Coaching opportunities.

Founders' Hall staff and students

PD resources  
Conversations with Core Team Member Math (Shelly Burr) as well as the building principal during observation follow up conversations

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Walkthrough observations, Informal and Formal observations

07/01/2020 - 01/01/0001

Building Principal

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Receive ongoing professional growth opportunities through the Harvard Data Wise personnel to help support the implementation and monitoring of the 2020-2021 CSI plan. Data Wise Schoolwide team would attend the Data Wise trainings/coaching opportunities and bring this information/protocols back to the school Interpretation of the school data (in the EP #4 and EP #11 teacher teams) would be analyzed through the lens of the Data Wise process/protocols learned in the training.

DataWise Leadership Team

Data Wise training - support and resources

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

An increase in school wide data upon analyzing

07/01/2020 - 01/01/0001

DataWise Leadership Team

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The completed, pre-approved plan will be disseminated among the greater school community for review and suggested feedback through community/school board meetings and surveys by the McKeesport Area School District and Founders' Hall Middle School.	The McKeesport Area School District and Founders' Hall will provide evidence of engagement of stakeholders, providing them an opportunity to review the Founders' Hall Improvement Plan and provide feedback, as well as demonstrate the feedback was considered in finalizing the Founders' Hall Improvement Plan.	School District website, social media platforms and meetings	All Founders Hall stakeholders	June 2020
The Founders' Hall School Steering Committee will share the completed, pre-approved Founders' Hall Improvement Plan with the McKeesport Area School District School Board.	The Founders' Hall School Community Steering Committee will ensure that the School Board and School Community have a clear understanding of the School Improvement Plan.	McKeesport Area School District School Board meeting	School Board and School Community	June 2020



<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
The McKeesport Area School Board will approve the updated 2020-2021 Founders' Hall Improvement Plan.	To gain approval of the updated 2020-2021 Founders' Hall Improvement Plan by McKeesport Area School District School Board.	McKeesport Area School District School Board meeting	McKeesport Area School District School Board	June 2020
Once the updated plan is approved by the McKeesport Area School District School Board the plan will then be submitted to the Pennsylvania Department of Education.	Approval of the Founders' Hall Improvement Plan by the Pennsylvania Department of Education.	Email correspondence	Pennsylvania Department of Education	July 1, 2020
The Founders' Hall 2020-2021 School Improvement Plan will be posted on the McKeesport Area School District Webpage and social media platform platforms. The Founders' Hall Steering Committee will review and update the plan quarterly and provide the updates to all Founders' Hall Stakeholders via the McKeesport Area School District Webpage as well as on their social media platforms.	The Founders' Hall School Improvement Plan will be available for all McKeesport Area School District and Founders' Hall Stakeholders.	School district website and social media platforms.	All McKeesport Area School District and Founders' Hall Stakeholders	August 1, 2020

